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ABSTRACT

The purpose of this study was to determine if there was a significant difference among disciplinary procedures used among urban and suburban teachers. Thirty-eight elementary school teachers of grades K-5 were asked to complete questionnaires on classroom control techniques. Of this group, 19 teachers taught in the urban school district of Elizabeth (New Jersey), and 19 taught in the suburban school district of Long Hill Township (New Jersey). Raw data was converted to percentages. Results indicated that there were some differences between the urban and suburban school teachers in terms of disciplinary techniques used. Suburban teachers listed a greater number of systems for gaining student compliance than did the urban teachers, but teachers from both districts listed behavior modification, praise, eye contact, talking privately to the student, and calling the parent. The study also evaluated attitudes of teachers towards their students. Findings suggest that suburban teachers indicated a greater satisfaction with the cooperation, motivation, and abilities of their students, while the urban teachers indicated a more positive attitude toward teaching as a profession. (Contains 10 tables of data and 29 references; a sample questionnaire and related research are appended.) (Author/CR)

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Classroom Behavior Techniques

by

Patricia M. Blackadar

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Abstract

The purpose of this study was to determine if there was a significant difference among disciplinary procedures used among urban and suburban teachers. Thirty-eight elementary school teachers of grades kindergarten through 5 were asked to complete questionnaires on classroom control techniques. Thi Nineteen of these teachers taught in the urban school district of Elizabeth and 19 of these teachers taught in the suburban school district of Long Hill Township. Raw data was converted to percentages and it was found that there were some differences between the urban and suburban school teachers in terms of disciplinary techniques used.

This research was conducted while I was a graduate student at Kean University of New Jersey at Union. I wish to thank Dr. Albert Mazurkiewitz for his guidance and critical comments. I also wish to thank my husband, John Blackadar, for his much appreciated support and encouragement. In addition, I would like to express gratitude towards my children, Janet, Megan, and Ryan who were the real impetus for furthering my education.

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Twenty years ago Gallop began polling the public's opinion of educational issues. (Mitchell, 1989) In all but one of those twenty years, the respondents to these surveys chose discipline as the number one problem facing the public schools. (Watts, 1989)

Due to the fact that classroom control is such an important issue, it would be advantageous to aspiring teachers to be educated in classroom management techniques that deal with urban and suburban school settings. Although there are countless books and journal articles on classroom control, it can be difficult for new teachers to know which system will work best. New teachers need thorough, comprehensive training in this vital area. According to Miller, "Early childhood professionals need help in developing affective child guidance strategies so they can truly meet the social and emotional needs of the children in their care." (Miller, 1996) He goes on

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to discuss how teachers support family life and are partially responsible for the raising of our next generation. He adds that teachers need to teach our future adults how to be "responsibly cooperative, competent citizens."

Students from difficult family backrounds arrive at school burdened with emotional needs of many kinds. It is well known that inner city schools are laden with children from low economic backrounds and familiy instability. These students are a challenge to teach. "Too, often, teacher's colleges have not prepared teachers to cope with the new social problems." (Johnson, 1986) He continues, "To insure maximum learning among Black youth, teachers must be able to shape, not only academic achievement, but also social behavior."

It appears that urban and suburban teachers, dealing as they do with different populations, might need to use different control techniques.

Hypothesis

For investigative purposes, it was hypothesized that there would be a significant difference in the classroom control techniques used by urban when compared to those used by suburban teachers.

Method

Participants

Sixty questionnaires were distributed among teachers in grades K-5 in both the Long Hill Township and Elizabeth school systems. The teachers were asked to participate on a volunteer basis. They were told to complete the questionnaires anonymously and that their responses would be confidential. The delimitations of the study were that the study was limited to two school systems and involved only grades K-5.

Thirty-eight teachers volunteered to participate; 19 were from Long Hill Township and 19 were from Elizabeth.

Procedure

The responses on each questionnaire were converted to percentages according to the frequency of each response of each district. The percentages were set up on tables for each of the questions on the questionaires.

of the questions on the questionnaires.

Results

As can be seen by the following responses to the questions posed, there were some differences.

1. What is your system for stopping misbehavior? (Teachers' responses were as follows:)

	Suburban	Urban
1.	*Behavior modification	*Positive Reinforcement
2.	*Reward good Behavior	*Reinforcements/ consequences
3.	*Praise	*Praise
4.	*Speak privately to child	*Speak privately to child
5.	Time-out	*Call parents
6.	Withhold privilege	*Detention
7.	*Call parents	*Remove child from situation
8.	Eye contact	*Mom sits with child in class
9.	Proximity	Choice
10.	Set procedures/rules	Redirect attention
11.	Name on board	Eye contact
12.	Have child own behavior	Time-out
13.	Remove child from situation	Take away a "special"
14.	Humor	
15.	Do nice things for aggrieved	

16. Discuss problem together and develop consequences
17. After being disciplined, talk to relieve tension
18. Warning note sent to parents written by student
19. Parent/teacher conference
20. "Card system"
21. "Listening light"
22. Students create rules
23. Warnings/consequences
24. Be consistant
25. Class discussion

*Indicates multiple responses up to 4

As can be seen, the suburban teachers listed a greater number of systems for gaining student compliance than did the urban teachers. While the urban teachers listed detention 4 times, the suburban teachers did not mention it at all. However, both districts listed behavior modification, praise, eye contact, talking privately to the student, and calling the parent.

2. Indicate how frequently you might use the following systems to obtain student compliance:

(N=Never, S=Seldom, St=Sometimes, U=Usually, A=Always)

a. Time-out
b. Choice in conseq.
c. Redirection
d. Create higher standards
e. More homework
b. More classwork
g. Eye contact
h. Behavior contracts
i. Suspension
j. Parental involvement

Resullts are shown on Table 1. They indicate some responses of samples to systems used.

Table 1

	Suburban				
Systems	N	S	St	U	A
Time-out		32%	53%		5%
Choice	5%	5%	37%	32%	11%
Redirection		11%	48%	21%	16%
H. Standards	5%	11%	32%	32%	21%
M. Homework	69%	26%	5%		
M. Classwork	58%	27%	11%	5%	
Eye Contact				37%	58%
Behavior Cont.	11%	21%	32%	16%	16%
Suspension	78%	16%			
Parental Inv.	5%	32%	21%	32%	11%

Table 1 continued:

	Urban				
Systems	N	S	St	U	A
Time-out	16%	26%	32%	16%	11%
Choice	5%	16%	37%	32%	21%
Redirection		11%	26%	37%	21%
H. Standards	5%	16%	32%	26%	16%
M. Homework	42%	42%	16%		
M. Classwork	26%	42%	32%		
Eye Contact			5%	26%	69%
Behavior Cont.	32%	21%	21%	11%	11%
Suspension	42%	53%	5%		
Parental Inv.			53%	21%	

Table 1 shows diferences in the use of behavior management techniques. Parental involvement is a system usedin a slightly higher degree by the urban district. Ninety-five percent of the urban teachers indicated that they would use this system either sometimes, usually, or always. Sixty-four

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percent of the suburban teachers indicated that they would use this system.

The urban district indicated a 16% greater use of assigning additional classwork as a consequence for poor behavior.

The suburban district indicated a greater use of behavioral contracts; 64% of the suburban teachers used them either sometimes, usually, or always and 43% of the urban teachers used them as such.

The use of eye contact and suspension as techniques were rated to be the same for both school districts.

Minor differences were found in the samples' responses to to the remaining systems.

3. Do you believe in incentive programs for good behavior?

(Indicate yes or no)

As can be seen in Table two, the suburban teachers were in 90% agreement with the use of incentives, while the urban teachers were 78% in agreement with their use.

Table 2

The Usefulness of Incentive Programs

Suburban		Urban	
Yes	No	Yes	No
90%	10%	78%	22%

(Continuation of Question)

If yes, how many incentive programs do you usually use in your classroom?

Table three shows the percentages of teachers in each district.

Table 3

Number of Incentive Programs used in Classrooms

Suburban

No. of Incentive Programs	Percentage of Teachers
1	21%
2	21%
3	11%
4	5%
5	0%

Urban

No. of Incentive Programs	Percentage of Teachers
1	5%
2	26%
3	11%
4	11%
5	11%

It must be noted that some teachers chose to not comment on the number of incentives they use, therefore the information shown may not be an accurate representation.

4. Do you think teacher training programs increase teacher effect? Yes or No

The responses were:

Table 4:

Teachers' Opinions on the Usefulness of Teacher Effectiveness Training

Suburban		Urban	
Yes	No	Yes	No
90%	10%	78%	22%

The survey showed that 12% more suburban teachers than urban teachers believed in the effectiveness of teacher training

programs.

5. Have you ever taken a Teacher Effectiveness Training Program? (TET)

The data below shows that 11% more suburban teachers than urban teachers have taken a Teacher Effectiveness Training Program in the past.

Table 5

Percentages of Teachers Trained in TET

Suburban		**Urban**	
Yes	No	Yes	No
48%	11%	32%	0%

(Continuation of Question #5)

5. If so, would you recommend it ?

The data below show that almost every teacher who took a TET

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course would recommend the course to others.

6. In general, how satisfied are you with the motivation of the students you teach?

(Possible responses:)

Very Satisfied Satisfied Somewhat Satisfied
Somewhat Dissatisfied Dissatisfied Very Dissatisfied

Table six indicates that there is a strong difference in opinion between the suburban and urban teachers concerning the motivation of the students they teach. According to the results of the study, 84% of the suburban teachers were satisfied with the motivation of the students they teach. However, only 22% of the urban teachers indicated satisfaction with student motivation.

Table 6

Teacher Satisfaction With Student Motivation

Suburban

V.Sat.	Sat.	Sw. Sat.	Sw. Dis.	Dis.	V.Dis.
26%	58%	13%	13%	27%	

Urban

V.Sat.	Sat.	Sw. Dis.	Sw. Dis.	Dis.	V. Dis.
11%	11%	16%	26%	32%	5%

7. Are you usually comfortable with the cooperation exhibited by the students in your classroom? Yes or No?

Table seven indicates that suburban teachers are significantly

more satisfied with the level of cooperation exhibited by the students in their classrooms.

Table 7

Teachers' Satisfaction With Cooperation

Suburban		Urban	
Yes	No	Yes	No
100%	0%	74%	26%

8. How satisfied are you with the general level of student abilities in your class?

(Possible responses:)
Very Satisfied Satisfied Somewhat Satisfied
Somewhat Dissatisfied V. Dis.

Table 8 shows that 75% of the suburban teachers were satisfied with the abilities of their students while only 43% of the urban teachers were satisfied with the abilities of the students

in their classroom.

Table 8

Teachers' Satisfaction With Student Abilities

Suburban				
V. Sat.	Sat.	Sw. Sat.	Sw. Dis.	V. Dis.
11%	56%	8%	21%	

Urban				
V. Sat.	Sat.	Sw. Sat.	Sw. Dis.	V. Dis.
5%	19%	19%	42%	21%

9. If you had your life to live over, would you choose teaching as your profession again?

(Possible responses:)

Definately Probably Possibly
Probably Not Definately Not

As seen in Table nine, sixty-nine percent of the suburban teachers said they would either definately or probably choose

teaching again. Eighty-five percent of the urban teachers said they would either definately or probably choose teaching again. This shows, at least, a 16% greater likelihood that urban teachers would be more likely to choose teaching than would the suburban teachers in this study.

Table 9

Satisfaction With the Teaching Career

Suburban

Def.	Prob.	Poss.	Prob. N.	Def. Not.
58%	11%	11%	21%	

Urban

Def.	Prob.	Poss.	Prob. N.	Def. Not
37%	48%	5%	5%	5%

10. Please indicate the frequency levels of the times you ever made statements such as the following. (Possible responses:)

N=Never S=Seldom St=Sometimes U=Usually A=Always

1. You will enjoy it. It will make you happy. Because it is fun You will find it rewarding/interesting. It is a good experience.

2. It will help you later in life. It will prepare you for a job.

3. I will reward you if you do. I will make it beneficial for you. I will give you a good grade.

4. Others will respect you if you do. Others will be proud of you. Your friends will like you if you do. Your parents will be pleased.

5. You will feel good about yourself if you do. You are the best person to do it. You always do such a good job.

6. You will lose if you don't. You will be hurt if you don't. It's your lose. You will feel bad if you don't.

7. I will punish you if you don't. I will make it miserable for you. If you don't do it now, it will be homework tonight.

8. No one will like you. your friends will make fun of you. Your parents will punish you if you don't. Your classmates will reject you.

9. Do it. I'm just telling you what I was told to do. It is a rule. It's a school policy.

10. It is your obligation. It is your job. Everyone has to do his/her own share.

11. Your group needs it done. The class depends on you. All your friends are counting on you.

12. You owe me one. Pay your debt. You promised to do it.

13. Because I need to know how well you understand this. To see how well you can do it. It will help me know your problem areas.

The results were:

Tables 10

Teachers' Use of Behavioral Alteration Techniques

SUBURBAN

Questions	N	S	ST	U	A
# 1	5%		32%	42%	21%
# 2	16%	32%	27%	5%	21%
# 3	64%	21%	11%	5%	
# 4	32%	5%	32%	32%	
#5		5%	32%	42%	21%
# 6	64%	16%	21%		
# 7	79%	11%	11%		
# 8	95%		5%		
# 9	32%	32%	27%	37%	

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(Table 10 continued)

#10	27%	21%	32%	21%	
#11	27%	27%	27%	16%	
#12	64%	16%	16%		
#13		5%	5%	32%	16%

Urban

Questions	N	S	St	U	A
#1	16%	5%	42%	21%	16%
#2	5%	11%	37%	11%	32%
#3	37%	48%	11%	5%	
#4	16%	16%	27%	27%	11%
#5	5%		42%	27%	27#
#6	21%	21%	5%	32%	21%
#7	37%	27%	21%	11%	
#8	95%	5%			
#9	37%	32%	16%		11%
#10	16%	21%	27%	16%	21%
#11	16%	27%	27%	27%	
#12	58%	21%	5%		
#13	11%		27%	27%	32%

Table 10 shows mostly modest differences in responses to the 13 listed Behavioral Alteration Techniques. There were small differences in BAT's #'s 1, 7, 8, 9, 10,

11, and 12. There were no differences in responses to BAT's 3, 4, and 5. There were large differences in responses to BAT's #'s 2, 6, and 13. Suburban teachers were 53% likely to always, usually, or sometimes say statements such as, "It will help you later in life. It will prepare you....." Urban teachers were 80% likely to say such a statement to a student. The difference was 27% in the rating. Suburban teachers wer only 21% likely to ever to make statement such as, "You will lose if you don't.... It's your lose." Urban teachers, though, were 58% likely to say such statements to students. The difference in the rating for this BAT was 37%. Finally, suburban teachers were 43% likely to say, "Because I need to know how well you understand this. To see how well I've taught this....." Urban teachers were 86% likely to ever say such statements to their students. The difference in the rating for this BAT was 43%.

Conclusions

There were some similarities and some differences in the behavioral techniques used the the urban and suburban teachers that participated in the study; these differences, however, were not major and therefore, the hypothesis of this study was rejected in part. The participants from the suburban school in this study listed a greater number of techniques used. Urban teachers seemed to encourage more parental involvement. The suburban teachers were more inclined to use behavioral contracts. On question#1, four out of nineteen urban teachers listed detention as a disciplinary technique; the suburban teachers did not listdetention as a disciplinary technique. Both groups agreed on frequent use of eye contact. Both groups also agreethat suspension was not a common technique for elementary school.

The study also evaluated attitudes of teachers towards their students. Suburban teachers indicated a greater satisfaction with the cooperation, motivation, and abilities of their students, while the urban teachers indicated a more positive attitude toward teaching as a profession.

Implications

New teachers need education in classroom management. Some classroom settings are more challenging than others in terms of student cooperation, motivation, and abilities. In this study, suburban students were a more compliant group to teach, while urban teachers indicated a lack of cooperation on the part of their students. It appears that further research and training in the disciplining of students would be an important step in improving our urban educational system. More detentions and parental involvement is not the answer. The results of this study

also, interestingly enough suggest, that teachers' job satisfaction may not be solely contingent on student cooperation, motivation, or abilities.

Classroom Behavior Techniques:

Related Research

Ways to Manage Behavior

According to DeBord (1996) teachers should use natural consequences, logical consequences, time-out, and redirection to manage poor behavior. DeBord believes that sometimes, it is best to allow natural consequences to occur, such as letting the child who refuses to eat dinner go hungry until breakfast is served the following day.

When natural consequences are not safe, then logical consequences may be used. Let the children decide on these consequences. The consequences should relate to the behavior. Most children will be seven years old and over before they can plan their behavior and discuss consequences. Time-out can be used to calm the child down, however, time-out should not be used as a punishment because, often, the child may become angry and use time-out as a time to think about how to retaliate. DeBord (1996) states that time-out should

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be used sparingly. Make sure the length of time is made known to the child. Sometimes redirecting is preferable to time-out. By redirecting you are suggesting an alternate activity.

School Warmth and Student Achievement

In a study by Kristin E. Voelkl found in Journal of Experimental Education (1994), the author tested the hypothesis that school warmth correlates with student participation and achievement. She states, "School warmth is defined as the degree of teacher warmth, caring, support as perceived by the student." The study involved 13,121 eighth graders attending public schools. Voelkl examined the influence of school warmth on participation and achievement. "The findings indicated that, although warmth was significantly related to academic achievement and to participation, the relationship between warmth and

achievement was nonexistant after the effect of participation was eliminated."

In conclusion, student participation may lead to greater academic achievement. Students that attend schools that have a warm, nurturing environment, may feel more encouraged and may have a more positive attitude toward school. They may tend to participate more which may prompt them to become more involved in their classwork. Being more positively involved in school may foster higher achievement.

Techniques to Improve Behavior

In a study by Terry L. Rose (1997) published in Reports-Research /Technical, several disciplinary techniques are described according to use. The study involved 371 principals in 18 randomly selrcted states. The techniques studied were expulsion, suspension (out of school), remaining after school,

detention, conferences, behavior charts, life span interviews, values clarification, time-out, assertive discipline, tokens, and positive reinforcement. The results of the study concluded that assertive discipline, time-out, reinforcement, in-school suspension, and out-of-school suspensions are the most most prevalent disciplinary techniques. Exclusion was used in half of the schools. The least prevalent practices included life-span interviews., detention, conferences, and behavior charts. Rose believes that the effectiveness of these systems needs to be researched and documented and she supports positive discipline practices.

DeBord (1996) suggests the following techniques to help curb disciplinary problems:

Prepare the Environment by having enough supplies children do not have to share too many items. It is important

to have an environment that is uncluttered and organized. There should be enough play materials to allow for choice. Activities should suit the child's abilities and interests. Waiting for meals, turns, and listening should be kept to a minimum.

Set Limits by allowing older cildren to design rules. Make sure rules are reasonable. Always use positive language and allow the child reasonable time to obey the rules. Adults need to act as positive role models. Adults need to reinforce desirable behavior and avoid labels such as "good" and "bad" when describing the child.

Use Empathy by being supportive and kind while communicating. It is helpful to use the child's own words to clarify understanding. Use an empathetic tone of voice and smile. Try to develop a good relationship with the child.

It is helpful to Share the Control by allowing children to voice

their ideas and select choices. Adults should pose open-ended questions to encourage children to formulate decisions.

Encourage Children to fiqure out solutions.

Provide Ways Children Can Vent Anger. Provide discussion time for children when they have angry outbursts. Remember to use alternatives and redirections rather than threats or bribes.

Most importantly, Be Consistant. As Ashenfelter (1984) states, "It is vital that they have a few simple and enforceable rules to follow and that those rules are consistantly maintained. Kids understand and respect fairness."

Cipani (1993) has written four techniques for managing misbehavior. They include praise and attention for positive behavior, stating the request or instruction clearly, and using a highly preferred activity to reinforce a disliked activity.

Self-discipline

According to Maples (1984), "In encouraging self-discipline, the major responsibility (for behavior) must be transferred from the teacher to the student, where it can ultimately bear fruit." Teachers must spend considerable energy training children to discipline themselves. She states, "Self-discipline is the development and implementation by the student of a system or method of behavior that is not only acceptable but commendable, according to society's standards." Maples (1984) goes on to say that in order to be self-disciplined the child must have a developed internal locus of control. "Persons with internal loci of control are inclined to pursue valued internal goals without expectation of external or tangible rewards." They are less likely to blame external forces for their problems. They are more likely to stay on task.

It is suggested by Maples (1984) that charts, graphs, or narrative writing help children manage themselves because they teach cause and effect relationships. Charts and graphs "teach students to recognize what desirable behavior is and when it is required." In her article Maples (1984) notes how self-recording in the form of a journal can help students reflect on their behavior. She also recommends having students set their own goals and plan how to attain the goals.

Student Self-discipline

According to Fantuzzo (1988), student-managed interventions are more effective, more cost efficient for the schools, and lead to greater generalization potential than do teacher-managed interventions. Fantuzzo et al. conducted a research study in which 961 references of

teacher vs. student -managed classroom interventions were obtained. The study was limited to published studies of non-retarded elementary school children. It was also limited to the use of two databases, Psychinfo and Eric, from which the references were obtained. The Eric base searched for recent articles up to 1988, and the Psychinfo covered the period of 1967 through October 1985. Two raters identified the studies that directly compared teacher vs. student- management intervention studies. They studied the articles for study characteristics, component analysis, and efficacy. To analyze study characteristics, the raters organized a table which contained information on subject characteristics, sample size, and types of behavior targeted for treatment. Generalization data was also included.

The raters used the SMIC or Self-Management Checklist to analyze each component of 11 interventions they found in

the research studies. They decided whether each component was either teacher-managed or student-managed, and added this information to the componant analysis section of the table on study characteristics. The raters rated the treatment efficacy or the effectiveness of the interventions by using a "standardized measure of effect size" designed by Smith, Glass, and Miller (1980). The reliability of the raters was "calculated by a point-by-point method." (kazdin, 1982)

The study of study characteristics revealed that self-management strategies are more effective in modifying behavior, and lead to greater generalization potential than do teacher-managed strategies.

Parenting/Teaching Syles

According to Lee and Marlene Canter (1996) high-performing teachers know that it is their choice to be positive. They know

that it is up to them to make a difference. They know that sitting back and complaining will get them nowhere. Canter and Canter state, "These high-performing teachers all share the same essential attitudes and behaviors:

* They have a mission. They know exactly what they want to accomplish in the classroom every day.

* They have positive belief in their ability to work successfully with students and to make a difference.

* They recognize that the choices they make have an impact on their success.

* They have well-developed problem-solving skills.

* They have learned to build positive relationships with students no matter how unmotivated or hostile those students might be.

* They have learned to build positive relationships with parents in recognition of the crucial role of the home environment in education.

DeBord (1996) discussss three parenting styles referred to as The Enforcer (authoritarian), The Negotiator (authoritative), and The Yielder (permissive). The Yielder believes it is better

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to have no rules than to worry about breaking them. These parents feel that their work is too demanding to let parenting take precedence. They adopt the attitude that is the children do not listen, then it is time to give up. Parent sets few limits or guidelines and avoids asserting authority. Their children lack self-control, are immature, and may be aggressive at home. They have poor self-esteem and low frustration tolerance levels. Frequently they drop out of school, resort to drugs, and may have legal problems.

The Enforcer believes children should obey, not talk back, and need to conform to the adult's decisions without discussion. The Enforcer threatens their children when they misbehave. This parent does not allow choices; they discourage individuality and independence.

DeBord (1996) states, "Research indicates an enforcer parent may produce a child who lacks spontaneity, curiosity,

and creativity, and often has limited independence and assertiveness. These children do not learn how to to decide for themselves, depending instead on others for their sense of control. They may have low self-esteem..."

Lastly, there is The Negotiator who believes children should be given choices and chances to explain themselves and their ideas. They should be allowed to be individuals. The Negotiator tries not to criticize children.

Children of these parents "are competent, responsible, independent, have higher self-esteeem and confidence, and are better able to control their aggression. (DeBord, 1996)

Developmental Milestones

The Developmental Milestones that shape a child are important in creating the emotional stability a child needs to function well in the world. According to DeBord (1996), the

first two years of a child's life are important because it is then that a child builds a sense of trust. They need to have their needs met in an orderly fashion in order to feel secure in their environment. "Gaining a sense of trust is the first stage of their emotional development." (DeBord, 1996)

She goes on to say that the preschool years are the most important years in a person's life. "Language and social skills are developed." Most importantly, independence should be encouraged at this time. It is at this time that children develop a sense of initiative in starting activities and working. Children who initiate their own activities are setting the groundwork for successful school experiences. Children should be encouraged to ask questions and pursue answers.

From the time they enter school until they turn 12, children are in middle childhood. They develop higher order thinking skills at this time. It is natural for them to question the thinking of

adults. Rules become important to them as they follow rules for games, rules of conduct in school, and rules for socializing. Children at this stage develop a respect for being motivated and productive. Parents and teachers need to build a sense of confidence in school-age children. "Many children have their sense of industry undermined by well-meaning parents and teachers who mistakenly try to use criticism to motivate them." (DeBord, 1996)

Why Children Misbehave

According to Maples (1985), children frequently misbehave when they have a low self-concept. On the other hand, DeBord (1985) postulates that there are four basic reasons for misbehavior. They include attention, power, revenge, and inadequacy.

When children misbehave for attention, they believe they

belong only when they are noticed. When children misbehave for attention, teachers and parents need to "respond by giving positive attention at other times, ignoring inappropriate behavior, setting up routines, encouraging, redirecting, and setting up special times." (DeBord, 1996)

When children misbehave for power needs, they believe they belong only if they are in control. Parents need to respond with firm respect, give choices, set reasonable limits, be encouraging, and redirect the child to a more desirable activity.

When children misbehave to get revenge, they do so because they feel they belong only by hurting others because they feel so hurt themselves. Care-givers need to avoid harsh punishment, build trust, reflect feelings, and encourage strengths.

Some children misbehave because they believe they belong

only when they have convinced others they are helpless and unable. Teachers need to encourage independence, focus on the child's strengths, not criticize, offer opportunities for success, and teach skills in small portions. (DeBord, 1996)

School-Wide Discipline

In an article by Gill and Hayes-Butler (1988) entitled "The Effects of Schoolwide Discipline, Role Play, Modeling, and Video Ulitization upon the Self-Concept of Elementary School Children: A Preliminary Report", found in Reports-Research/Technical, the preliminary results of an investigation of the effects of (1) a school-wide discipline plan and (2) role playing, modeling, and video utilization upon the self-concept of children was discussed. The study involved students in grades 3-6 and educable mentally handicapped students. The Piers-Harris Children's Self-Concept Scale was used to assess self-concept

measures for students at 2 elementary schools. One school had a school-wide discipline plan and the other school did not. Gill states, "Initial data indicated that mean scores were higher for children operating under the discipline plan when compared to children not operating under a discipline plan. Additional data reflected that the teachers perceived an improved school climate and classroom efficiency." The article goes on to discuss the value of role play in helping children learn problem-solving skills. It also discusses the value of videotaping role playing. She concludes, "Investigating the effects of school-wide discipline, role playing, modeling, and video utilization may provide educators with clues to more efficient school management and more effective classroom instruction."

Positive vs. Punitive Discipline

Positive discipline helps students to incorporate more

acceptable behaviors and attitudes. Punishment, on the other hand, generates adverse reactions in students. "Thus, it makes sense to implement a more effective mode of behavioral intervention to prevent the negative consequences of punitive discipline." (Korinek, 1993) According to DeBord (1996), "Punishment is taking some action against the child as a pay-back for the child's misbehavior. In contrast, "Discipline is shaping a child, teaching the child to understand limits at home or in other settings." (DeBord, 1996)

As Korinek (1993) points out, no one approach works best for all students The focus, according to Korinek, is to maintain an atmosphere for learning while responding to student behavior.

The curriculum should be interesting and useful to the students. Korinek states (1993), "Academic success is necessarily a focus, but the curriculum must also promote

security, caring, responsibility, and pro-social skills." Rules need to be stated in a positive, rather than negative context.

In a positive behavioral management system, students are always treated in a respectful way. Korinek (1993) states, "Students are shown how to relate to their peers and adults through the example of how they are treated by school personnel." And, most importantly, each child is made to feel as though he/she is important and has something valuable to contribute.

Korinek (1993) suggests strategies for promoting positive behavior:

1. Reward positive behavior.
2. Reinforce positive behavior with social and tangible rewards.
3. Provide interesting daily activities.
4. Allow students opportunities to make choices.
5. Model respect when interacting with fellow teachers and students,
6. Redirect when students are off task.

7. Encourage desired behavior; ignore negative behavior whenever possible.
8. Use proximity as a control to keep students on-task.
9. Use peer helpers in the classroom,
10. Make study corrals to help aggravated students calm down and get back on task.

As Lee Canter (1996) states, " Praise should be your number one choice for postively recognizing student behvior." Praising students frequently is helpful in setting up a successful classroom, according to Canter (1996). He goes on to state that positive reinforcers include praise, positive notes, and phone calls home.

Also, on a positive note, Canter (1996) states, "The major roadblock to successful management is a teacher's own negative expectations about her ability to deal with disruptive student behavior."

Assertive Discipline

Assertive Discipline (AD), by Canter (1996) is "a systematic combination of verbal assertiveness training combined with teachers using everyday rewards and punishments to positively influence relationships and students' behavior." (KIng et al. 1987) According to King (1987), the AD model includes: (1) clearly defining rules; (2) having a discipline plan for all students and explaining the plan, making students aware of their limits; (3) making non-directive statements, ask questions, and make positively stated directives before confronting the student to either behave or choose to be punished. Assertive discipline uses rewards and punishments. Rewards may be free time or notes sent home. Punishments may be witholding privileges or staying after school.

King (1987) states, "The premise of the AD model is the right of the teacher to teach and the right of the teacher to expect students to obey."

The AD model was implemented at Morgan County Primary School in Georgia during the 1985-86 school year. Questionnaires were administered to the teachers after the program was in operation in order to gage effectiveness. Eighty percent of the teachers felt the AD model helped to eliminate bad behaviors. According to King, 72% felt that there was an increase in student performance. However, 79% of the teachers felt there were still problems with misbehaviors.

A study by Mitchell (1989) concluded that "junior high teachers perceive assertive discipline as more effective than do elementary or high school teachers."

Barrett (1985) states, "Although Assertive Discipline is a

competency-based program, those competencies are based upon sound research." He goes on to conclude, "Canter has created a model that allows teachers to teach and students to learn."

Teacher Effectiveness Training

Percy (1990) did a descriptive research study entitled, "The Effects of Teacher Effectiveness Training on the Attitudes and Behaviors of Classroom Teachers." The purpose of the study was to determine if a short-term intensive communication skills training program--TET (Teacher Effectiveness Training)--could enhance teachers' attitudes toward children and increase selected communication skills. The study was limited to 378 elementary and secondary school teachers in South Carolina. The tests were scored by a single rater. The teachers enrolled voluntarily in a 40-hour instructional program that was taught by six trained

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instructors. The teachers enrolled in June 1986. Three interpersonal skills were taught: attitude yoward children, active listening, and sending the I-message. Each teacher was surveyed for these skills prior to and after the program. Each teacher was rated by the rater and scored for their responses.

The results suggest that a week-long TET program is successful in significantly increasing both the positive attitudes and communication skills of classroom teachers. These results held up equally well in all seven classes. However, the "active listening" did not meet the competency level, Teacher Effectiveness Training appears to be helpful in improving teachers' attitudes and selected communication skills if the program is taught by experienced and skilled instructors. The low scores on teachers' pretests suggest that many teachers might benefit from TET.

Using Stickers and Behavior Modification

Lang (1987) did an informal study to examine the impact of using stickers with second and fifth grade students. Her aim was to reinforce good behavior and anything close to good behavior. The subjects were 36 fifth graders and 23 second graders.

Lang stated that the plan was to eliminate rules and that the main objective of the study was to use successive approximation, reinforcement, and extinction to modify behavior.

The procedure was to give a sticker to any child in the study who said they had read a book. The stickers were administered only once a day. The results were astonishing. States Lang, "There was immediate interest and the fifth graders read many books in order to earn stickers." She added, "The librarian reported that thi s fifth grade class had the greatest number

of book sales at the book fair compared to all other classes (K-12) in the school." The parents reported that their children enjoyed receiving the stickers and that their children were reading more at home.

The teachers of the second graders reported that their students had planned their own classroom library using books they had brought in from home. The second graders book club and magazine orders increased as well.

Lang adds, "Both the second and fifth graders appeared to make the stickers more valuable by racing each other to see who could get the most, collecting certain categories of stickers, and keeping constant count of the numbers of stickers they had accumulated."

This interesting study supports the assertion that behavior modification can be a powerful tool.

Behavior Modification: Using Praise and Decreasing Assistance

Dooley (!988) reported on her study on behavior modification in Reports-Research/Technical in an article entitled, "Decreasing Talking-Out and Increasing Academic Behavior in a 7-Year Old Child." The purpose of the study was to decrease the talking-out behavior and increase the pre-writing skills of a 7-year old educable mentally retarded male with orthopedic handi caps. DRO, or Differential Reinforcement of Other Behaviors, was administered during a 30-minute period four times a week. Inappropriate behaviors were ignored. Positive "not talking-out behaviors were praised. The child was weaned from assistance in his writing tasks by first dropping physical assistance, then verbal assistance, to no prompts. The results were dramatic. Dooley (!988) reports, "After instituting the DRO system with praise as the reinforcer, the talking out

behavior decreased from 84% to 33% in three days. By day 8 of the intervention, the talking out behavior had decreased to 7%. The child's ability to complete his writing task independently was complete after ten days of gradually withdrawing all physical and verbal prompts. This study demonstrates that praise and decreasing assistance can increase appropriate behaviors.

Stainback et al. (1986) state, "The DRO is also nonintrusive because it requires minimal teacher time, causes little distraction, and draws minimal attention to the inappropriate behavior, while successfully reducing future occurences."

Reasons why children misbehave include problems in emotional development, inadequate parenting/teaching styles, as well as learning disabilities and other handicaps. Poor self-esteem, which is caused by many factors, can cause a child to become non-compliant and disruptive.

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In conclusion, there are many techniques for improving behavior and it is frequently the case that colleges do not adequately prepare teachers in the field of classroom management. In Henkel-Ungericht's (1988) article, "Why Let Future Teachers Burn Out? Thoughts on a Preventative Training Concept" we are offered "reflections on a preventative training model focused on teacher burnout that can enrich preservice teacher education." The article goes on to suggest several training elements that should be a part of our colleges' teacher training programs. One element discussed is that of role-playing to test the use of different behaviors in handling problematic teaching situations.

It appears that teachers need better preparation in the field of classroom discipline, that there are many approaches to discipline and that the choice among them appears to relate to the setting: urban or suburban. Further study may validate this

assumption.

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Grade ___

Dear Teachers:

Could you kindly complete this questionnaire for me. I am working on my thesis. I appreciate your input. Please return by Friday, January 30, 1998.

P.S. Complete anonymously.

Thank you,
Pat Blackadar
January 26, 1998

QUESTIONNAIRE

1. What is your system for stopping misbehavior?

_____

_____

_____.

2. Indicate how frequently you might use the following systems to obtain student compliance: [**N=Never, S=Seldom, St=Sometimes, U=Usually, A=Always**]

(a) Time-out ..... N S ST U A
(b) Choice ..... N S ST U A
(c) Redirection ..... N S ST U A
(d) Create higher standards ..... N S ST U A
(e) More homework ..... N S ST U A
(f) More class work ..... N S ST U A
(g) Eye contact ..... N S ST U A
(h) Behavioral contracts ..... N S ST U A
(i) Suspension ..... N S ST U A
(j) Parental involvement ..... N S ST U A

3. Do you believe in incentive programs for good behavior?
YES NO
If YES, how many incentive programs do you usually have in your classroom? _____

4. Do you think teacher training programs increase teacher effect?..... YES NO

5. Have you ever taken a Teacher Effectiveness Training (TET) program?..... YES NO
If so, would you recommend it?.....YES NO

6. In general, how satisfied are you with the motivation of the students you teach?
Very Satisfied Satisfied Somewhat Satisfied
Somewhat Unsatisfied Dissatisfied
Very Dissatisfied

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7. Are you usually comfortable with the cooperation exhibited by the students in your class/classes? YES NO

8 How satisfied are you with the general level of student abilities in your class?
Very Satisfied Satisfied Somewhat Satisfied
Somewhat Dissatisfied Very Dissatisfied

9. If you had your life to live over, would you choose teaching as your profession again?
Definitely Probably Possibly Probably Not
Definitely Not

(CONTINUED ON PAGE 3)

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10. Please indicate the frequency levels of the times you ever make statements such as the following, underscore the appropriate sentence(s) for each, and indicate (to left of first line) using the following legend:

N=Never S=Seldom ST=Sometimes U=Usually A=Always

1. ____ You will enjoy it. It will make you happy. Because it is fun. You will find it rewarding/interesting. It is a good experience.

2. ____ It will help you later on in life. It will prepare you for getting a job.

3. ____ I will reward you if you do. I will make it beneficial for you. I will give you a good grade. I will make you my assistant.

4. ____ Others will respect you if you do. Others will be proud of you. Your friends will like you if you do. Your parents will be pleased.

5. ____ You will feel good about yourself if you do. You are the best person to do it. You always do such a good job.

6. ____ You will lose if you don't. You will be hurt if you don't. It's your loss. You will feel bad if you don't

7. ____ I will punish you if you don't. I will make it miserable for you. If you don't do it NOW, it will be homework tonight.

8. ____ No one will like you. Your friends will make fun of you. Your parents will punish you if you don't. Your classmates will reject you.

9. ____ Do it. I'm just telling you what I was told. It is a rule. It's a school policy.

10. ____ It is your obligation. It is your job. Everyone has to do his/her share.

11. ____ Your group needs it done. The class depends on you. All your friends are counting on you.

12. ____ You owe me one. Pay your debt. You promised to do it.

13. ____ Because I need to know how well you understand this. To see how well I've taught you. To see how well you can do it. It will help me know your problem areas.

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